

## Designing and Implementing In-Class Extensive Reading: An Approach to Active Learning\*

Junghee Hwang\*\*

Pyeongtaek University

Inyoung Shin

Namseoul University

### ARTICLE INFO

Received 27 May 2019

Revised 23 July 2019

Accepted 14 August 2019

Examples in: English

Applicable Languages: English

Applicable Levels: Tertiary

### KEYWORD

*extensive reading/*

*active learning/*

*self-directed learning/*

다독/

능동학습/

자기주도학습

### ABSTRACT

Hwang, Junghee & Shin, Inyoung. (2019). Designing and implementing in-class extensive reading: An approach to active learning. *Modern English Education*, 20(3), 1-14.

This study is based on the recognition that EFL students in the context of a Korean university not only had limited exposure to English but also were reluctant to actively participate in their own learning; thus they needed a useful reading program. Acknowledging the situation, the current study initiated an extensive reading (ER) program incorporating the approach of active learning and applied the ER program to a regular EFL reading class for a semester. The reading class was small with nine students and taught by one of the co-researchers. The exploratory study aimed to examine how students engaged in the ER program and how the participants perceived their new experience of the program. To this end, students' book reading reports over eight sessions of the ER program and post-task interviews were qualitatively analyzed. The data analysis suggests several findings. First, the analysis implied that students eagerly engaged in their learning processes during the ER program. In return, their confidence and motivation in reading English texts improved. Second, it proposed that during the ER the students were responsible for their own learning and were autonomous learners. The study concludes with suggestions for pedagogical practice and for future research.

## I. INTRODUCTION

How to maximize the effectiveness of learning is one of the most critical issues in the context of education. Educational practitioners, institutions and researchers are constantly trying to find solutions to improve learning efficacy. In line with their efforts, active learning has been suggested as a pedagogical model. One central principle of active learning, taking a learner-centered approach, is that

the focus of teaching action should be on what students are doing, not teachers (Weimer, 2002). Active learning was first defined by Bonwell and Eison (1991) as "anything that involves students in *doing things and thinking about the things they are doing*" (p. 2; emphasis added). As opposed to traditional teaching, where learners sit and passively listen to the information presented by the instructor, active learning engages students actively in the process of learning through activities in class (Bonwell & Eison). In

\* Funding for this paper was provided by Namseoul University.

\*\* First author: Junghee Hwang (Pyeongtaek University, Professor), Corresponding author: Inyoung Shin (Namseoul University, Professor)

Junghee Hwang  
Pyeongtaek University, 3825 Seodongdae-ro, Peongtaek, Gyunggi-do, 17869, Korea  
Tel: (031) 659-8388 / Email: Jhwang@ptu.ac.kr

Inyoung Shin  
Namseoul University, 91 Daehak-ro, Seonghwan-eup, Seobuk-gu, Cheonan-si, Chungcheongnam-do, 31020, Korea  
Tel: (041) 580-2300 / Email: 6000@nsu.ac.kr

other words, the effectiveness of learning, according to active learning, is measured by whether the learners are the main agents and actively engaged in the learning process.

Basic elements of extensive reading (ER) seem to share the attributes of active learning. ER refers to a pedagogical approach of giving learners time to read large quantities of materials at their own rate within their own levels (Bamford & Day, 2004). When provided with independent reading time, learners can experience, experiment with and discover the language on their own. Further, as ER involves learners' self-selected reading for obtaining pleasure (Pigada & Schmitt, 2006; Taguchi & Gorsuch, 2002), learners can choose the material they want to read. As a result, in extensive reading, learners enjoy reading without stressing out; more importantly, they become engaged in the process of language learning.

As discussed, although ER can be seen as compatible with active learning, its concept in the research literature is often limited to a tool for providing input for L2 learning. With support from theories that prioritize the importance of input for L2 acquisition, it is claimed that ER plays a significant role for L2 learning, especially in a context where learners have inadequate input, because its materials provide substantial linguistic input for developing learners' linguistic competences (Bell, 1998; Horst, 2005). Copious studies on ER have been conducted to verify its usefulness for L2 learning. The foci of those studies were largely on examining the effects of ER on L2 reading skills and abilities (Bell, 2001; Hafiz & Tudor, 1989); reading rate (Beglar, Hunt, & Kite, 2012; Matsui & Noro, 2010), vocabulary (Horst, 2005; Poulshock, 2010), grammar (Yang, 2001), writing (Elley & Mangubhai, 1983; Hafiz & Tudor, 1989; Tsang, 1996), and general L2 proficiency (Iwahori, 2008; Mason & Krashen, 1997). However, in contrast to the abundance of research on ER's effects on the improvement of various language-related areas, there is little investigation into whether ER is effective for enhancing learners' engagement in their own learning process, which is the core of active learning.

Given that the importance of students' active participation in the process of learning is well acknowledged, ER seems to be an adequate approach as it intends to provide students with an opportunity to read for themselves. In real classroom contexts, however, it is not quite trouble-free to make students read extensively on their own. In fact, it has been noticed that reading in L2 itself can quickly frustrate students and decrease their motivation to read (E. Ro, 2013; Saito, Horwitz, & Garza, 1999). In intensive reading (IR) classes—which usually require students to translate texts line by line, analyze challenging texts, or memorize difficult vocabulary in the texts—students can be passive, and their role for reading and learning is often limited (Yang, Dai, & Gao, 2012). The unenthusiastic attitude of students is observed even in ER classes. Actually, several researchers on ER have pointed out that students' lack of motivation to read is a main obstacle for employing in-class ER effectively (Kirchhoff, 2015). Susser and Robb (1990) emphasized students' motivation to read for

a successful ER program rather than the amount reading—particularly when ER is conducted as an in-class activity, students have little or no prior reading for ER, or students do not have positive views of English language learning per se. Acknowledging the potential problems in implementing ER in a class, as underlined by Grabe (2009), it is reasonable to argue that “extensive reading, to be reasonably successful, generally requires a significant effort to motivate students” (p. 326). Yet, ironically, how to promote Korean EFL students' motivation to read in English and their participation in reading classes has not been much discussed in the literature of ER research and pedagogy.

In an effort to increase students' reading motivation as well as to provide more meaningful learning environments for the students, the current exploratory study designed an ER program incorporating active learning. For the ER program in this study, collaborative activities and independent activities were not employed as mere post-reading tasks but integrated into the major parts of the program. As mentioned earlier, ER is usually seen as a means to provide L2 learners with input; thus there has been little research on examining an in-class ER program as active learning. In this vein, the current study has developed an in-class ER program employing active learning. In particular, the study aims to explore whether implementing the active learning ER program in an EFL reading classroom setting at university level would be possible to help students engage in the process of learning through analyzing students' reading reports and interview.

## II. LITERATURE REVIEW

### 1. Clarifying the Concept of ER and Its Features

Basically, to read extensively means to read in quantity. Applying this basic meaning to the context of teaching languages, Palmer (1968) distinguished the term extensive reading from intensive reading. The distinction still seems well accepted. Whereas intensive reading refers to the careful reading (or translation) of short texts with the goal of complete and detailed understanding, extensive reading means reading large amounts with the aim of getting an overall understanding of the reading material. Following Palmer's definition, several researchers attempted to characterize the term. For example, Mikulecky (1990) considered ER in terms of its purpose and labeled the term as pleasure reading. Day and Bamford (1998) defined ER as a pedagogical approach that encourages learners in a large amount of reading. Grabe and Stoller (2011) clarified the term as a pedagogical approach “in which learners read large quantities of material that are within their linguistic competence” (p. 286) by adding the quality of reading materials to the notion of ER.

Researchers also discussed their views of the principles of ER in establishing and implementing ER programs.

Among the various views, Day and Bamford's (2002) suggestion for ER has been considerably well recognized. Based upon their earlier study on ER (Day & Bamford, 1998), the researchers claimed that successful ER programs had 10 principles. The 10 principles were:

1. The reading material is easy.
2. A variety of reading material on a wide range of topics is available.
3. Learners choose what they want to read.
4. Learners read as much as possible.
5. The purpose of reading is usually related to pleasure, information and general understanding.
6. Reading is its own reward.
7. Reading speed is usually faster rather than slower.
8. Reading is individual and silent.
9. Teachers orient and guide their students.
10. The teacher is a role model of a reader.

(Day & Bamford, 2002, pp. 137-141)

One noteworthy point is that even though the above characteristics are generally accepted, there seem to be very few ER programs which employ all of the 10 principles. Recently, Day (2015) investigated whether the practice of ER in the foreign language classrooms followed the 10 principles. The researcher reviewed 44 articles on ER. Findings of the examination show that none of ER programs in the reviewed articles practiced all the 10 principles. Based upon the findings, Day argued that using the principles of ER depends upon the context in which an ER program is set; further, the nature of ER needs to be seen as a continuum. The continuum, according to him, goes from an ER that uses all of the 10 principles (the pure version of ER) to a program that uses one of the principles yet is called ER (the fringe version of ER). In short, there is no single approach to the practice of extensive reading. This implies that there is flexibility in the practice of ER.

## 2. Re-conceptualizing ER for the Study

On the basis of the reasoning that the directions the practice of ER takes are contextually situated, the current study tried to reform ER particularly for the context of a Korean university classroom and integrated it with active learning. For that purpose, components of collaboration were applied to the ER program. As quite a few researchers suggest (Komiya, 2013; McRae & Guthrie, 2009; Udvari-Solner & Kluth, 2017), collaboration is a key element of active learning. According to those researchers, through collaboration learners combine their knowledge from what they learn one another; this is the core of the learning process. McRae and Guthrie (2009) argue that "when teachers support the need for collaboration by allowing students to share ideas and build knowledge together, a sense of belongingness to the classroom community is established, and the extension and elaboration of existing knowledge is facilitated" (p. 66).

The significance of collaboration has been supported

by research particularly in relation to L1 reading motivation (Cho, Xu, & Rhodes, 2010; McRae & Cuthrie, 2009). Overall, the previous research investigating the role of collaboration in L1 reading motivation demonstrated that social interaction during collaboration intensifies learners' reading motivation, whereas working alone undermines their motivation. Unlike research in the context of L1 reading, collaboration has not been a focus in the area of research on L2 extensive reading. In fact, ER in L2 is mainly viewed as a solitary task. Furthermore, as mentioned formerly, students' motivation in L2 reading is volatile, and collaboration has not much been utilized in ER programs to enhance students' motivation in extensive reading.

L2 researchers, even though still in a limited capacity, have begun to pay attention to collaborative learning principles in extensive reading and generally uphold their pedagogical merits. A study conducted in the context of Taiwanese university courses (Shen, 2008) explored factors that led the students doing an L2 ER program to success and enjoyment in reading. The study found that students attributed the success and enjoyment of ER to peer cooperation, such as group work and discussion, as well as plentiful reading materials at a suitable level. A more recent study by Kirchhoff (2015) explored how students in a Japanese context experienced the book talks which they had with peer students during extensive reading classes. The study was built upon an assumption that when students share what they are reading, they may motivate others to want to read the book; they may learn to experience the joy of sharing a book they have read. Findings of the study demonstrated that talking about their own reading with others upheld student intrinsic motivation to read and secured their engagement in the program and the enjoyment of reading. Based upon the findings, the study also suggested that book talking as a collaborative task may be a useful strategy for instructors to apply to their ER programs for motivating L2 reading.

Another issue to be addressed is the relationship between ER and autonomy. The effect of ER on learner autonomy has been vigorously discussed in the field of research. Overall, the findings of those studies show ER has positive impacts on developing learner autonomy. According to such studies, learners tend to enjoy a sense of achievement and feel satisfaction from reading books on their own, and the feeling of achievement and satisfaction increases their autonomy and confidence (Imrie, 2007; Mede, İnceçay, & İnceçay, 2013; Castillo & Bonilla, 2014). For instance, Imrie (2007) explored how learner autonomy through an ER program developed at a Japanese university. A 'library' of graded readers which were brought to the classroom by the teacher in a 'shopping' cart' was used to promote individualization and learner autonomy across the English curriculum. The findings of his study suggested that the ER program provided the students with the freedom to select books which the students were able to read on their own and were interesting to them; therefore, extensive reading helped the participants

to become more responsible for their own learning, and this responsibility for their learning made students autonomous learners. Another study presenting the benefits of ER in fostering autonomy was conducted by Mede, İnceçay, and İnceçay (2013). In order to examine ER's effects on autonomy, Mede and her co-researchers looked into how participants in ER programs perceived oral book reports, which were expected to be a medium to promote learning autonomy. Students' written reflections and semi-structured interviews from five students and two instructors were the data of their study. The study revealed that ER raised students' responsibility of learning and enhanced intrinsic motivation in language learning. However, despite enough evidence shown in the previous studies regarding the usefulness of ER for building autonomy, those studies did not analyze students' written book report forms as the main data of the research in order to examine how individual learners' autonomy is constructed.

As discussed, extensive reading is a flexible notion as applied to an instructional context. Further, learners' engagement in their learning process is essential for effective learning. However, although learners in extensive reading programs are supposed to be involved in reading on their own, ER itself may not necessarily lead students to reading. Having considered these, it is critical to find an effective way to drive students to become active participants in extensive reading. In attempting to engage students in the process of extensive reading, the current study utilized collaborative principles of active learning into ER. Although benefits of collaboration for reading are consistently supported in L1 reading research, there is a lack of L2 extensive reading research on collaboration as a key element of active learning. Besides which, despite the plethora of research demonstrating the effect of extensive reading on learner autonomy, there is little research exploring the process of autonomy formation during ER, particularly by examining students' book reading reports. Acknowledging and responding to the deficits uncovered above, the current study designs an in-class extensive reading program incorporating active learning (hereafter referred to as the active learning ER program) and aims to investigate two questions by qualitatively analyzing students' book reading reports and interviewing the participants, nine students and the instructor in the study as follows:

- 1) What features arise from students' engagement in the process of the active learning ER program?
- 2) How do the participants perceive the experience of the active learning ER program?

### III. METHOD

#### 1. The Setting

The active learning ER program of the current study was conducted in an EFL university reading class. The EFL class was offered as an elective for second year students who participated in an interdisciplinary program as their minor. The class met once a week for two consecutive fifty-minute sessions for a semester period of fifteen weeks. A total of eight ER classes were given during the semester, excluding the first orientation week, the mid-term and final exam days, and two national holidays. During the orientation held in the first week, students were informed of the active learning ER program and the data collection of the research.

Formal assessment of students was inevitable since the ER was part of a regular credit course. As used in other classes at a college level, two written examinations (mid-term and final examinations), attendance, and participation in the class were included as formal assessment criteria for the active learning ER program of this study. However, the requirement of taking tests and doing ER as part of a formal grade may take away from reading as pleasure as cautioned by Day and Bamford (2002). Therefore, the instructor tried to make the examinations easy and straightforward enough to answer as long as students understood and remembered the reading texts.<sup>1</sup> Additionally, absolute grading was allowed for the class due to the small class size,<sup>2</sup> and this might prevent excessive competition among the participants. These basic guidelines regarding the assessment were given to the students at the beginning of the program so that students could focus on reading books without being too concerned about the tests.

#### 2. Participants

Participants of the study were the students and the instructor who were in the active learning ER program run as an EFL credit class. All of them were Korean with the same L1 background of Korean. The number of the students was nine in total. The students were in their second year of university, and their ages ranged from 20 and 21. Their majors varied: American Studies, Social Welfare, Visual Art, and so on. They were not taking any other EFL reading classes apart from this ER class during the semester when the study was being conducted. Therefore, the ER provided in this study was their major reading experience in English. Throughout the study, one of the co-researchers in the current study was the instructor for the ER class. She has a doctoral degree in Teaching EFL and several years of experience running in-class ER programs and teaching in university EFL contexts.

A short survey was given to the participants during the

<sup>1</sup> The mid-term and final examinations consisted of questions asking students to write a brief answer about the basic story or plot details; to identify whether specific sentences in relation to the story were true or false.

<sup>2</sup> The university where the present study was conducted permits an absolute grading system if the class has fewer than sixteen students. The number of the students in the class was nine.

**TABLE 1**  
Basic Information About the Participants

Student name	Major	Gender	Fondness of reading in Korean (L1)	Fondness of reading in English (L2)	The level of reading anxiety in English	Difficulties of reading in English
Joo	Public administration	Male	2	2	4	Grammar/vocabulary
Kong	American studies	Male	3	4	4	Vocabulary
Shin	Social welfare	Female	3	2	4	Grammar/not sure of the understanding
Hyun	Trading and logistics	Female	3	2	4	Not sure of the understanding
Eun	Social welfare	Female	3	2	4	Vocabulary
Ji	Trading and logistics	Female	3	3	4	Grammar/vocabulary
Ann	Visual arts	Female	3	2	4	Vocabulary
Seo	American studies	Male	3	3	4	Vocabulary
Soo	Trading and logistics	Female	2	2	4	Grammar/vocabulary/ not sure of the understanding

Note. Three question items, fondness of reading in Korean (L1), fondness of reading in English (L2), and the level of reading anxiety in English, had a five-point scale. In students' responses to the three questions, a higher number indicated a higher degree of fondness and anxiety.

orientation week to collect general pre-information about learners' reading tendency both in Korean (L1) and English (L2). The questions in the survey were written in Korean and included: (1) to what extent they liked to read in L1; (2) to what extent they liked to read in L2; (3) if they had read any English books; (4) what were the difficulties in English reading. Table 1 presents the general information about the students and survey results. As shown, the majority of the students did not seem to enjoy reading either in L1 or L2. Especially, they tended to be anxious about reading in English. In addition, seven out of the nine students had no experience of extensive reading.

### 3. Reading Materials

For the reading materials of the study, graded English readers were employed. Graded readers, which refer to books carefully written for learners of EFL, have been commonly used in ER programs even though there are some people who doubt their appropriateness as a link to reading non-graded authentic materials (Uden, 2013).

In order to choose a proper level of books for the students, a quick placement test<sup>3</sup> was administered. The test results showed that all the students belonged to Level 1 of graded readers. Through the experience of her running in-class ER programs in university, the instructor had learned that it was rational for students with no experience of ER to have guided resources. Primarily considering that the students were beginners, the instructor chose four graded readers at low level. Furthermore, the content of books was also counted in selecting reading materials. The books which students in the previous ER classes of the instructor enjoyed reading were added in among the reading resources.

After having decided on such guided resources, the instructor presented them with synopses of each resource and asked the class to select two books to read together in class. Since students in the ER of this study had sharing time about

their reading in class, they had to read the same books. Students agreed to choose *Billy Elliot* (by Penguin Readers) and *Love Among the Haystacks* (by Oxford Bookworms) for the reading materials.

### 4. Implementing the Active Learning ER Program

The in-class active learning extensive reading program was designed based upon the recognition that teacher's roles need to be added to make students engage in the process of extensive reading. With this perception, the researchers proposed an ER program with four stages, which consisted of sustained silent reading, self-clarification, sharing, and reflection stages. Each stage had its own specific learning activities and work types, but they were all connected within the process of active learning in which students read the text, wrote a book report, discussed their reading with peers, and presented their co-work to the class. As described in Table 2, the active learning ER program was implemented in the following sequences.

**TABLE 2**  
The Outline of Implementing the Active Learning ER Program

Steps	Stages	Activities	Work type
1	Sustained silent reading	• Reading text (30 minutes)	Individual work
2	Self-clarification	• Summarizing the text in L1 • Writing notes for self-learning (15 minutes) 10 minute break	
3	Sharing	• Talking about the story in group or class (15 minutes)	Group work
4		• Collaborative writing about the summary in L2 • Short presentation about the collaborative writing to the class (25 minutes)	Group work
5	Reflection	• Finalizing the book reading report (10 minutes)	Individual work

<sup>3</sup> This study employed the placement test of Oxford Bookworms. The website of Oxford Bookworms provides a quick placement reading test with the aim of helping students find the best Bookworms level to start from. There are six levels in the test kit and 30 questions in each level of the test. See the link at <https://access.oup.com/eac/login.htm?url=https://elt.oup.com/teachers/bookworms/leveltests/?cc=kr&selLanguage=ko&mode=hub> for further information.

### 1) Sustained Silent Reading Stage

For the stage of sustained silent reading, the students and instructor negotiated the amount of reading and set aimed reading pages for the day at the beginning of every class. The targeted amount of reading was needed for collaborative activities in the sharing stage such as book talk and collaborative writing. Students had about 30 minutes of independent silent reading time. During the individual reading, the students could ask the instructor if they had any vocabulary questions on their reading texts; but they were not allowed to use a dictionary.

### 2) Self-clarification Stage

Once students finished the agreed amount of reading, they moved to the stage of self-clarification. During the stage, students produced a book reading report in L1. For the first two weeks of the program, the instructor gave the students directions on how to produce the book reading report in order to coach and facilitate students' autonomous learning. For a book reading report in this stage, students wrote out a simple piece about what they had read, including a brief summary and their own feelings about the text. They sometimes needed to re-read some parts of the text to clarify or confirm that their understanding was correct. They also recorded language points which were meaningful for their learning. Additionally, students were encouraged to write questions or other unclear parts on their reading, which they could ask of their peer group or the instructor in the following stage of sharing. Since all these works served as a test of student's ability to recall details of the text, it was expected that students would remember new vocabulary and grammar in the long-run.

### 3) Sharing Stage

After they produced a short summary of their reading and recorded learning points in the book reading report form, during the sharing stage students talked about their reading either in a small group or in class. They discussed various aspects of the contents of the book, including the main characters of the story, the plot, events, and possible sequel. Through the book talking, students sometimes helped each other understand what they were reading. Such a book discussion with peers in ER is seen as motivating each other to read more since they can enhance student enjoyment of reading (Jacobs & Renandya, 2014). Another benefit of book talk is to push students to think more deeply about what they read. As Freire (1970, cited in Crookes, 2013, p. 62) stated, "Only dialogue, which requires critical thinking, is also capable of generating critical thinking. Without dialogue there is no communication, and without communication there can be no true education." Following the peer discussion, the students wrote a summary, and this time they were instructed to produce the summary in English in a collaborative way in small

groups.<sup>4</sup> They were allowed to use a dictionary for the collaborative writing. It was expected that throughout the peer discussion and collaborative writing, students would experience self-directed learning as they needed to share knowledge about vocabulary, grammar and the storylines that they might not understand while they had been reading individually. Students were given a chance to share their collaborative writing. A student in each group did a presentation on the summary of collaborative writing to the class.

### 4) Reflection Stage

The final stage of the active learning ER program, reflection stage, gave students extra time to reflect by themselves on their reading by finalizing the book reading report which the students had produced in the earlier stage of self-clarification. This last stage aimed to provide students with opportunities to review and sum up what they learned from the active learning ER program, to add up any further meaningful learning points to them, and to polish the book reading report if students had been in a short time beforehand. All these critical reflection processes intended to engage the students in active learning and eventually lead them to self-directed learning.

## 5. Data Collection and Data Analytic Frame

The current study reports on a small-scale research project which aimed to investigate how EFL students engaged themselves in the process of the active learning ER program and how they experienced the ER program. Dealing with those research questions, the study was conducted qualitatively. Thus, the results were represented in the form of description and explanation of some phenomena which happened to the students during the ER. Quite a few studies have shown that ER had positive effects on learners' L2 linguistic abilities, such as vocabulary (Grabe & Stoller, 1997; Horst, 2005; Poulshock, 2010), grammar (Yang, 2001), writing (Tsang, 1996; Tudor & Hafiz, 1989), and general L2 proficiency (Iwahori, 2008; Mason & Krashen, 1997). However, those studies were quantitatively based without looking into how ER facilitated the improvement of the linguistic abilities. Sakui and Gaies (1999) point out that there are limitations as to how deeply quantitative studies can look into learners' learning process. Also, Nunan (1990) states that "the general goal of a qualitative research is to provide rich, descriptive data about what happens in [the] second language classroom" (p. 44). In this light, a qualitative method is better suited for this study as the study aims to depict L2 learners' participation in the active learning ER program class and their experience of the ER class over a span of time.

Students' book reading reports and interviews were the primary data for the current study to explore. The book reading reports were collected from all students at the end of every ER class in order to learn what and how students did

<sup>4</sup> The current study aimed to examine the engagement in the learning process of active learning ER program and their experience of it. Thus, the English writing the students produced collaboratively was not used for the data of the study.

in the ER class. The book report required students to write (1) the number of pages they read; (2) to what extent they enjoyed the reading; (3) a summary of the reading; (4) feelings or an opinion about the reading; (5) any further notes, questions, comments, and useful linguistic items (new vocabulary, idioms) for themselves. The students could produce the report either in L1, Korean or L2, English. To reduce the stress of time constraints from students and provide them with an optimal self-learning environment, if students had a shortage of time for writing such a report in class, they were allowed to submit it through email. However, most students managed to finish the writing within the time limit. The collected reports at each class were reviewed by the instructor, photocopied,<sup>5</sup> and returned to the students in the subsequent week. The instructor kept monitoring if the students understood the text properly and correctly; if they had any questions or comments; if they enjoyed or hated reading any parts. She gave a brief feedback on the reports, including acknowledgements to students' feeling and responses to the questions if there were any. In this sense, as valued by Uden (2013), the book reading report generated by students and reviewed by the instructor was a place to interact with each other.

Interview data were collected from the students and the instructor individually shortly after the end of the academic term to examine their experience and evaluation of the active learning ER program. The interview was carried out by one of the co-researchers, who was not the instructor in the ER class. It was semi-structured, informal and open-ended. During the interview, students were asked to answer to what extent they enjoyed the ER class. They were also asked to explain what aspects and activities of the ER they were or were not satisfied with. There are a few studies investigating students' general perception or reaction toward ER (e.g., J. Park, 2015). Unlike those previous studies, however, this study asked students more specific questions – how they felt about the silent reading time, the book talk, the book reading report, and collaborative writing they had experienced. Furthermore, they were asked what was the most difficult for them in reading English books, and what they thought about the content of the books they had read. An interview with the instructor was also administered. During this interview, actual and vivid descriptions of the ER classes were solicited. Pedagogical suggestions were also drawn. The interviews with the instructor and students were conducted in their L1, Korean, as the participants were assumed to feel more comfortable in expressing their thoughts in their native language. All interviews were audiotaped and transcribed for coding and analysis. The data were translated from Korean to English. Notes were also kept for each interview.

The data of book reading reports and interviews with students and the instructor were analyzed qualitatively. The qualitative analysis consisted of identifying and categorizing features or themes found in the data. This kind of analysis is commonly used in the research, which attempts to look for core consistencies and meanings from qualitative data (Patton, 2002). In order to find features or themes of the qualitative

data, this study used an inductive approach whereby the analytical framework was grounded in the data. That is, distinct features and themes emerged from a reiterative reading of the individual learners' book reading reports and interview transcripts rather than being classified by using predetermined categories. Then, after the researchers' cross-checking of the meanings of the comments, data were coded according to the themes which appeared significant among the participants.

## IV. FINDINGS AND DISCUSSION

### 1. Features of Students' Engagement in the Learning Process

Throughout the active learning ER program, students were involved in procedural activities such as silent individual reading, book discussion, and writing book reports. The book reading report (BR, hereafter) data provide evidence that students enjoyed the independent reading and enthusiastically engaged in the overall learning process of the active learning ER program. The following describes salient features appearing in the learning process of the ER program.

#### 1) Development of Linguistic Sensitivity to L2

First of all, as students went through the active learning ER program, students' linguistic interest and sensitivity to the English language seem to improve. For example, as seen in her book reading report (Chapters 3 and 4), Ji recognized the beauty of literary expressions in English in the books she read and was impressed by metaphoric descriptions of the characters' motion and background scenes of the story in *Love among the Haystacks* (Love, hereafter). That is, she stated that the style of writing in the scene where shy Maurice was having fun on a date with Paula was different from that of Billy Elliot (Billy, hereafter) and included lots of beautiful literary expressions. The passage, "The young man stood alone in the field, listening to the sounds of the night. Then the moon came out, catching the flowers in its light," was described as particularly impressive and pretty. In another novel she read, Billy, she was able to notice hidden meanings in the dialogue following the storyline in the context of the novel, as she described the most impressive part in that day's reading: Tony shouting "I'll kill you!" at Billy because he was shy and didn't want to show his thoughts and feelings. Ji also wrote that she was impressed because she could read the mind of Tony toward Billy, and the feelings of the audience concerning Michael and Tony's rude behavior were touching because the rude behavior meant they were really proud of Billy. These examples certainly demonstrate that students naturally developed sensitivity to the meanings of English words and expressions in the active learning ER

<sup>5</sup> Photocopying the reports was made with students' permission.



she did not teach ballet for money and proposed Billy take a ballet audition. In the scene I thought the coach was a wonderful person. And that scene remains longer in my memory (Kong BR: Billy, Chapter 5).

As seen, participants in this study felt and shared moral attitudes and value systems portrayed in the story they read during the active learning ER program. This implies that ER provided them with chances to ponder over moral and social values. Even though J. Park and H. Kim's study (2015) was limited to examining primary school students, their study also found that ER helped to spur moral sensitivity, interest in social issues, and care for others in the participants. Given that little research exists addressing moral issues in the literature of ER, the evidence of the present study supports the possibility for ER to encourage young adult learners' moral behaviors and social responsibility.

#### 4) Being Responsible for Their Own Learning

Students, who engaged in the active learning ER program became aware of the need for self-studying. That is, responsibility and autonomy for their own learning seem to be activated. For example, Shin commented in her book reading report (Figure 4) that she did not enjoy reading English books as she was not confident of English before. However, in the active ER program, when her reading was frequently interrupted during the class due to numerous literary and poetic expressions and difficult words in the novel Love, unlike Billy, she decided to check and study vocabulary at home in advance.

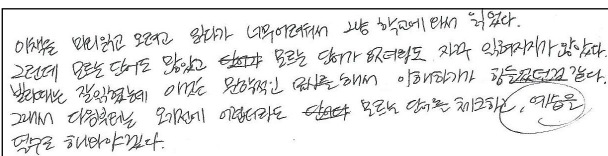


FIGURE 4 Shin BR: Love, Chapter 1

In the following week, Shin wrote in the book reading report (Figure 5) that she found it far less difficult and could enjoy reading because she had read at home in advance; she discussed the text with her group members; and the professor sometimes gave her a few tips to understand it.

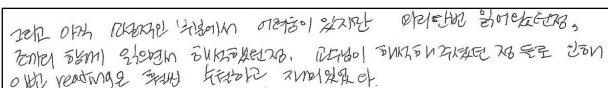


FIGURE 5 Shin BR: Love, Chapters 2 and 3

In her last book reading report, Shin expressed that, despite earlier difficulty with understanding texts, as she followed the procedures of the active ER program, she came to comprehend the storyline more clearly. Moreover, she talked about her plans to read more English books during her holiday (Shin BR: Love, Chapter 6). These comments imply that she gained a great deal of confidence in reading English texts through the ER course, which in turn motivated her to read more texts in English outside the class-

room.

As seen in her notes, Shin realized the need of self-studying prior to the class and implemented her decision by checking difficult words of the text at home in advance. After the class, she evaluated the previewing as enormously beneficial for understanding the text in class. These results suggest ER plays a positive and crucial role in building learner autonomy. In line with findings of previous studies (Castillo & Bonilla, 2014; Fujigaki, 2012; Mede, Inceçay, & Inceçay, 2013), this study also documented that the process of the active learning ER program enhanced the learners' self-directed learning for their own study and their being more responsible and aware of reading.

## 2. Participants' Reflection on the Active Learning ER Program

During the interviews, the students and the instructor discussed their experiences of the active learning ER program. Many common themes were revealed over the course of the interviews with participants. The data described in response to the tasks of the active learning ER across participants are as follows.

### 1) Interview With Students

#### (1) Overall Evaluation of the Active Learning ER Program

First of all, students noticed and appreciated that the active learning ER program they experienced for a semester different from the common EFL reading courses they usually had. They clearly distinguished the different approaches of the ER classes from other classes. Most of them described the ER program as providing them with a comfortable, refreshing, and stress-free atmosphere. This was mainly due to reading authentic materials rather than English textbooks for tests, and sharing and gaining understandings of the plot of the novels with other students in discussion. Here are some excerpts illustrating such cases:

The in-class reading was as comfortable as reading books at home. I liked discussing with others and it was helpful for me to talk freely to others about my thoughts in class. I wish to have more classes like this kind of class (Interview, Eun, December 18, 2017).

This kind of reading is more likely to be helpful for our lives... If we study English as in this ER class, it would help us improve our real English and speaking skills as well. On the other hand, until high school I had only read English texts fast to get answers for given questions, ... and other English classes like TOEIC class are limited to technical skills (Interview, Kong, December 18, 2017).

As seen in the interview excerpts, overall the students participating in the active learning ER program were sat-

ified with the program. They appreciated that the active learning ER program provided a useful setting for L2 learning by allowing students to choose the reading materials to read together in class, allowed them to read them on their own at their own pace, offered them an opportunity for collaborating with their peer group, and made them reflect on their own learning by producing book reading reports.

## (2) The Reading Activity

Although most of the students said they had not been very fond of reading even Korean books before the current study, they replied that they really enjoyed reading during the active learning ER program. Furthermore, the students appreciated the beauty of English metaphoric expressions embedded in the texts. This is in line with the data revealed from the book reading reports.

Reading novels in the class was refreshing for me, and I enjoyed learning different styles and expressions of English for real-life situations by reading the novels (Interview, Seo, December 18, 2017).

I liked books when I was young, but in my high school days I came to dislike reading books because I had to analyze word by word in the text. However, in this reading class I liked books in English again. I was reading them without looking in the dictionary and checking words... As for me, *Love* included more literarily touching expressions even though it was a bit more difficult to read than *Billy Elliot* at the start. But later on I thought the expressions in *Love* were beautiful (Interview, Ji, December 19, 2017).

Thanks to the enjoyment of reading, the majority of students presented that they gained confidence in and familiarity with reading novels in English after the active learning ER program class, and they were motivated to read more English books outside the classroom.

From now on, I'll be eager to read English books. So far I always made excuses not to read books due to my busy schedule, but I found reading books gives me lots of benefits (Interview, Eun, December 18, 2017).

As depicted, most students had a positive experience of the reading activity during the active learning ER program. More interestingly, they expressed their willingness to read English books in the future. These findings imply that the active learning ER program had a positive impact on promoting positive attitudes, and the positive attitudes may enhance the learners' motivation for further reading. Research findings in previous literature (e.g., Imrie, 2007; Judge, 2011) also suggested that L2 readers after experiencing ER were motivated for further reading, explaining that the increased positive attitudes after ER may motivate the L2 readers for further reading.

Despite the positive comments in general, it was found that some students reported that reading in L2 on their

own was a challenging task for them. Some participants replied that they experienced difficulties in comprehending the reading texts when they did not have knowledge of words or grammar. In particular, they were troubled with literarily delicate expressions. Some of the students reported that when they wanted to ask the instructor questions, they were afraid of disturbing other students in the middle of the silent reading time.

I didn't tend to understand English sentences rather than words. At the start, I was embarrassed when I found my comprehension of the text different from other students (Interview, Soo, December 18, 2017).

My deficient English proficiency is the main obstacle to reading novels and following the story lines (Interview, Joo, December 19, 2017).

Notwithstanding, as time went by, students perceived that their reading comprehension improved with assistance from other students or the instructor. Soo stated, "As time went on, around the halfway point of the semester it was getting better for me to understand the story. I sometimes asked other students. Talking with other students also helped." It thus appears that collaborative elements in the active learning ER program such as checking or asking questions with their group helped their understanding and learning eventually.

## (3) Talking About Books

Book talk was one of the key structured groups and face-to-face classroom tasks of the active learning ER program. As supported by several ER practitioners (e.g., Jacob & Renandya, 2014), this study also revealed that talking about books with other students benefitted students' motivation to read and ability to understand the content of texts. A majority of the students replied in the interview that the group discussion was an enjoyable and helpful activity because they could enlarge their understanding of content and expressions by sharing ideas with other participants.

I really enjoyed the group discussion. Even though we had similar ideas, I think group discussion was necessary because I could learn from others what I had not been able to understand on my own. While I was sharing meanings of English expressions in the story, my understanding became clearer and lasted longer in my memory (Interview, Hyun, December 19, 2017).

When I read English texts by myself, I sometimes misunderstood the content as I am not good at grammar. But with other students we shared our problems and got to reach the right understanding of the text together (Interview, Shin, December 18, 2017).

A noteworthy point is, however, that some students mentioned difficulties in participating in book talks due to their self-perception of low English proficiency or inactive

personality. This feature was also observed in a study by J. Hwang (2018). According to the previous research, students who identified themselves as a low level learner of English tended to compare themselves with other students. Anxiety was also found in such students. Here are some examples:

I enjoyed listening to others' speech and discussing ideas, but due to my low English competence I rarely participated in the group discussion (Interview, Joo, December 19, 2017).

I tend to be shy and introverted, so I had difficulties raising better opinions on the text in the group (Interview, Seo, December 18, 2017).

The findings described above imply that there is a possibility of overlooking opinions of students with low English proficiency or introverted personalities, and this might lead to biased conclusions in the group discussion. Therefore, voices from those 'silent' students should be accommodated in the group discussion.

#### (4) The Book Reading Report

Most participants stated that writing book reading reports was useful and necessary because they had opportunities to jot down the story summary, feelings, and comments on the reading section in each class.

I think writing a book reading report was necessary for summing up the story and my opinions. I couldn't have remembered them if I only had discussion sessions (Interview, Ji, December 19, 2017).

Besides which, writing book reading reports provided students with opportunities to learn and use English by themselves; that is, writing book reading reports led students to have self-directed language learning experiences.

I didn't mind writing the report at all. I liked summing up the story, writing what I had learned, my personal feelings and comments. While filling in the report form, I conjured up some English words and idioms from the text I had read. It seemed to be that I naturally picked up how to use those words or expressions to describe my own thoughts in the book reading report (Interview, Seo, December 18, 2017).

As shown, the book reading reports seem to have strong justifications for use in the active learning ER program. Book reading reports in ER programs, in general, have not received much attention as an important route towards autonomous learning for students. In fact, a few ER experts such as Renandya (2007) highlighted a negative aspect of book reports, saying that learners were reluctant to write a book report when they were required to produce it. However, as already found in the data of students' book reading reports, the interview data of the current study also demonstrates that students reflected on book reading

reports as a beneficial learning tool.

## 2) Interview With the Instructor

The instructor of the active learning ER program reflected on her experience of running the ER program. She stated that a free and relaxing class atmosphere and students' active engagement of the class were the most positive and salient outcomes of the active learning ER program.

Teachers in the context of university education don't seem to operate or enjoy ER classes in general. But I enjoyed the ER class especially this term. It might be due to the small size of the class. If there had been 30 students, it would have been hard for me. If there had been curved grading, it would have been a great burden for students. Students studied in a free and relaxing atmosphere this semester. I saw the students were engaged in reading books, joining in group talk and writing the book report (Interview, Hwang, December 21, 2017).

In particular, she considered the book reading report a crucial tool for students to lead to autonomous learning. Here are her comments on the book reading reports.

I particularly liked to read students' book reading reports. I could see through writing the book reports students internalized their learning and managed to develop a mode of self-directed learning. The book report seemed to increase even internal motivation to read. So I really think the reading report was an important tool for students to be autonomous language learners. They increased their interest toward English and were motivated to read more English books (Interview, Hwang, December 21, 2017).

She added her comments on the teachers' role for a successful ER:

The teacher is fully responsible for making an ER program understandable to students, helping them to choose proper reading materials, and conducting learning activities in class. But a more important issue is how to maintain students' motivation to read. Reading itself can be very boring to some students. I believe that students need to be left alone with books for a longer period of time and that teacher supervision should be very discreet. But apart from that, the teacher needs to make the ER encouraging and involve students in the reading program. I can say from my experience just letting the students read on their own may not be enough (Interview, Hwang, December 21, 2017).

As seen in the claims by the instructor, it is important to provide students with a proper learning context for an effective ER program. In particular, teachers need to think about how to engage students in the ER. Day and Bamford (2002, p.4) make useful comments in relation to the teachers' role, stating as follows:

Teachers can keep track of what and how much each

student reads, and their students' reactions to what was read. The foreign language reading classroom can be a place where teachers discuss books with students, and answer their questions and make tailor-made recommendations to individual students. It can be a place where students and teachers experience together the value and pleasure to be found in the written word.

## V. CONCLUSION

This study began with pedagogical considerations of how to provide students with meaningful input and increase learners' active participation in the learning context where reading is regarded as a passive learning activity. From this initial starting point, a tailor-made extensive reading program was developed, taking the approach of active learning. Further, the ER program was implemented at a college EFL reading class. The aim of the current study was two-fold. First, it was intended to investigate how the students as the central agents of the learning engaged in the processes of the active learning ER program. Second, it was to explore how the students and the instructor perceived their experience of the new learning and teaching channel. To this end, the study used a qualitative method of research. It analyzed the data of students' book reading reports and interviews quantitatively.

Several noteworthy features were captured from the qualitative data analysis. First, students really enjoyed the individual silent reading time and enthusiastically engaged in the activities of the ER program. It seems that they gradually became more sensitive to the linguistic charms of a foreign language and attracted to them via extensive reading. All these learning processes seemed to help the students gain confidence in reading English texts. Second, students often positioned themselves in the story, reflecting on their own experience. Moreover, their empathy with the characters' situation of the story grew. Through these, they had beneficial opportunities to learn moral values and social responsibility. Third, students' autonomous learning skills improved. Sharing the same content and amount of reading with their classmates pushed them to realizing a need of self-studying outside the class. Writing reports on their reading gave the students the chance to learn various self-directed learning skills, such as summarize their reading, recording their learning points and reviewing them, and using English for themselves. Additionally, through book talk and collaborative writing, students shared their thoughts and feelings with others, helped each other to understand the text, and produced and presented a joint work. All these eventually led students to building self-directed language learning experiences and enhanced the learners' motivation in learning a foreign language and further reading.

Despite the obvious benefits of the active learning ER program, some students indicated their frustrations with the ER classes during the interviews. They expressed that they still needed teacher's explicit teaching or further help.

They preferred more involvement of the instructor beyond that of a mere facilitator for the class. As mentioned, reading in English on their own was a challenging task for some students, especially when they felt their competence in the target language was limited. They suggested that relevant grammar teaching from a text or more precise explanation from the instructor could be helpful for them. Although students in general enjoyed reading and were satisfied with the program, there is a possibility of over-looking less enthusiastic students' opinions. Therefore, voices from those 'silent' students should be accommodated for a better ER program. Much attention should be given to the role of teacher as a competent facilitator rather than a mere observer in the process of implementing the program.

The current study adopting the qualitative research method has revealed significant findings, which little of the mainstream quantitative research on ER in the research literature presents. However, there are some limitations to this research. First, generalizing the research is constrained, since it was small-scaled with a small number of students. A large-scale study on ER in different settings may result in different research findings. Thus, more research is necessary. Second, although improvement in several aspects of learning process, such as students' linguistic awareness, confidence, motivation, and autonomous learning was observed after the program, the study did not fully explore whether there were any differences between other models of ER and the active learning ER program. Future research needs to be conducted to compare the effects of the active learning relative to another type of ER program.

## REFERENCES

- Bamford, J., & Day, R. (2004). *Extensive reading activities for teaching language*. Cambridge: Cambridge University Press.
- Beglar, D., Hunt, A., & Kite, Y. (2012). The effect of pleasure reading on Japanese university EFL learners' reading rates. *Language Learning*, 62(3), 665-703.
- Bell, T. (1998). Extensive reading: Why? and how? *The Internet TESL Journal*, 4(12). Retrieved from <http://iteslj.org/Articles/Bell-Reading.html>
- Bell, T. (2001). Extensive reading: Speed and comprehension. *The Reading Matrix*, 1(1). Retrieved from <http://www.Readingmatrix.com/articles/bell/index.html>
- Bonwell, C. C., & Eison, J. A. (1991). *Active learning: Creating excitement in the classroom*. ASHE-ERIC Higher Education Report, Washington DC: School of Education and Human Development, George Washington University.
- Castillo, A., & Bonilla, S. (2014). Building up autonomy through reading strategies. *PROFILE: Issues in Teachers' Professional Development*, 16(2), 67-85.
- Cho, S. Xu, Y., & Rhodes, J. (2010). Examining English

- language learners' motivation of, and engagement in reading: A qualitative study. *The Reading Matrix*, 10(2), 205-221.
- Day, R., & Bamford, J. (1998). *Extensive reading in the second language classroom*. Cambridge: Cambridge University Press.
- Day, R., & Bamford, J. (2002). Top ten principles for teaching extensive reading. *Reading in a Foreign Language*, 14(2), 136-141.
- Elley, W. B., & Mangubhai, F. (1983). The impact of reading on second language learning. *Reading Research Quarterly*, 19(1), 53-67.
- Fujigaki, E. (2012). Reading speed and learner autonomy. *Extensive Reading World Congress Proceedings*, 1, 44-47.
- Grabe, W. (2009). *Reading in a second language: Moving from theory to practice*. Cambridge: Cambridge University Press.
- Grabe, W., & Stoller, F. (1997). Reading and vocabulary development in a second language: A case study. In J. Coady & T. Huckin (Eds.), *Second language vocabulary acquisition* (pp. 98-122). Cambridge: Cambridge University Press.
- Grabe, W., & Stoller, F. L. (2011). *Teaching and researching reading* (2nd ed.). Harlow, England: Pearson Education.
- Hafiz, F., & Tudor, I. (1989). Extensive reading and the development of language skills. *ELT Journal*, 43(1), 4-13.
- Horst, M. (2005). Learning L2 vocabulary through extensive reading: A measurement study. *Canadian Modern Language Review*, 61, 355-382.
- Hwang, Junghee. (2018). Effects of sustained silent reading as an ER approach on L2 reading attitudes in EFL college classrooms. *Journal of the Korea English Education Society*, 17(3), 23-51.
- Imrie, A. (2007, October). *Autonomy across the English curriculum through extensive reading*. Paper presented at the Independent Learning Association 2007 Japan Conference: Exploring Theory, Enhancing Practice: Autonomy Across the Disciplines, Chiba, Japan.
- Iwahori, Y. (2008). Developing reading fluency: A study of extensive reading in EFL. *Reading in a Foreign Language*, 20, 70-91.
- Jacob, G., & Renandya, W. (2014). Making extensive reading even more student centered. *Indonesian Journal of Applied Linguistics*, 4(2), 102-112.
- Judge, P. (2011) Driven to read: Enthusiastic readers in a Japanese high school's extensive reading program. *Reading in a Foreign Language*, 23(2), 161-186.
- Kirchhoff, C. (2015). Extensive reading in the EFL classroom: Benefits of a face-to-face collaboration activity. *Reading Matrix: An International Online Journal*, 15(1), 54-65.
- Komiyama, R. (2013). Factors underlying second language reading motivation of adult EAP students. *Reading in a Foreign Language*, 25(2), 149-169.
- Koritz, A. (2005). Beyond teaching tolerance: Literary studies in a democracy. *Profession*, 12, 80-91.
- Mason, B., & Krashen, S. (1997). Extensive reading in English as a foreign language. *System*, 25(1), 91-102.
- Matsui, T., & Noro, T. (2010). The effects of 10-minute sustained silent reading on junior high school EFL learners' reading fluency and motivation. *Annual Review of English Language Education in Japan*, 21, 71-80.
- McRae, A., & Guthrie, J.T. (2009). Promoting reasons for reading: Teacher practices that impact motivation. In E. H. Hiebert (Ed.), *Reading more, reading better* (pp. 55-76). New York: Guilford Press.
- Mede, E., İnceçay, G., & İnceçay, V. (2013). Fostering learner autonomy through extensive reading: The case of oral book reports. *ELT Research Journal*, 2(1), 16-25.
- Mikulecky, B. S. (1990). *A short course in teaching reading skills*. New York: Addison-Wesley.
- Nunan, D. (1990). *Second language classroom research*. Washington, D.C. ERIC Digest.
- Palmer, H. E. (1968). *The scientific study and teaching of languages*. Oxford: Oxford University Press.
- Park, Jeongyeon. (2015). Students' perception toward extensive reading in ESL contexts. *Modern English Education*, 16(3), 117-135.
- Park, Joo-Eun, & Kim, Hae-Ri. (2015). Integrating personality education into primary English literacy through children's literature and collaborative activities. *Korean Journal of Applied Linguistics*, 31(4), 181-208.
- Patton, M. (2002). *Qualitative research and evaluation methods*. Thousand Oaks, CA: SAGE Publications.
- Pigada, M., & Schmitt, N. (2006). Vocabulary acquisition from extensive reading: A case study. *Reading in a Foreign Language*, 18(1), 1-28.
- Poulshock, J. (2010). Extensive graded reading in the liberal arts and sciences. *Reading in a Foreign Language*, 22, 304-322.
- Renandya, W. (2007). The power of extensive reading. *RELC Journal*, 38(2), 133-149.
- Ro, Eunseok. (2013). A case study of extensive reading with an unmotivated L2 reader. *Reading in a Foreign Language*, 25(2), 213-223.
- Saito, Y., Garza, T. J., & Horwitz, E. K. (1999). Foreign language reading anxiety. *Modern Language Journal*, 83(2), 202-218.
- Sakui, K., & Gaies, S. (1999). Investigating Japanese learners' beliefs about language learning. *System*, 27(4), 473-492.
- Shen, M. Y. (2008). EFL learners' responses to extensive reading: Survey and pedagogical applications. *The Reading Matrix*, 8(2), 111-123.
- Susser, B., & Robb, T. (1990). EFL extensive reading instruction: Research and procedure. *JALT Journal*, 12(2), 161-185.
- Taguchi, E., & Gorsuch, G. J. (2002). Transfer effects of

- repeated EFL reading on reading new passages: A preliminary investigation. *Reading in a Foreign Language*, 14(1), 43-65.
- Tsang, W. (1996). Comparing the effects of reading and writing on writing performance. *Applied Linguistics*, 17(2), 210-233.
- Udvari-Solner, A., & Kluth, P. (2017). *Joyful learning: Active and collaborative strategies for inclusive classrooms*. London: SAGE Publications.
- Uden, J. (2013). The extensive reading foundation's guide to extensive reading. *ELT Journal*, 67(2), 270-272.
- Weimer, M. (2002). *Learner-centered teaching: Five key changes to practice*. San Francisco: Jossey-Bass.
- Yang, A. (2001). Reading and the non-academic learner: A mystery solved. *System*, 29(4), 451-466.
- Yang, W., Dai, W., & Gao, L. (2012). Intensive reading and necessity to integrate learning strategies instruction. *English Language and Literature Studies*, 2(1), 112-117.